

take pride in his School and to order his conduct so that the School will gain rather than suffer by his presence.

The final ingredient is a suitable series of lessons, and is, I think, the most important of the three. If it is not present, the class may be a centre of helpful influence, but it is a club rather than a class proper. We have traveled some distance from the view once so prevalent in our Schools that almost any portion of scripture would do as a Sunday School lesson for almost any class. But we have not yet arrived at a whole-hearted acceptance of the belief that our first duty in Sunday School teaching lies not in the perfection of our methods, but in the selection of our subject matter. The increasing use of graded lessons is a tardy acknowledgment of a principle which should have been as clear as daylight to us from the very beginning, and even yet there are many superintendents and teachers who regard graded lessons as a fad, if not as a nuisance.

While it is the chief duty of our Sunday

School authorities to provide lessons which have a direct appeal to the various grades of scholars for which they are designed, there are few lessons whose appeal is so manifest that they will teach themselves. Skill in teaching consists chiefly in taking a truth which, in its Bible dress, is unfamiliar and perhaps uninteresting, and putting it in a garb which makes it both familiar and welcome.

Indifference in the ordinary scholar means simply that, at the particular time in question, there are other things which make a greater appeal to him. If the teacher can connect a single one of these other things with some aspect of the lesson, or with some little activity which is connected with the work of the class or of the School, he has in his hand a clue which, if intelligently followed, will lead both himself and the indifferent pupil out of the dungeon of mutual distrust and incipient ill-will into the clear sunshine of a common purpose and a common enthusiasm.

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Making the Most of Rally Day

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It is impossible to get out of anything more than has been put in. We must invest before we can realize. The highest success is obtained by industry and application. The truth of these commonplace statements is brought home to us when we attempt "to do" things. Very many of the failures which have overtaken us in church life and work, in the past, might well be attributed to the fact that we have expected to reap where we had not sowed and gather where we had not sowed. The maximum amount of work and preparation must be put into our undertakings, if we seek the best permanent results.

Rally Day is one of the big opportunities of Sunday School work, and as such, demands the serious interest and cooperation of every one in the church. It should serve a double purpose. Coming as it does in September, after the vacations, it makes a good stepping-off place for the winter's work. It should also be the medium through which the attention of the church generally, is directed to the work of the Board of Sabbath Schools and Young People's Societies.

In order to attain this purpose and thus make the most of our Rally Day effort, three necessary essentials might be pointed out, namely:

1. *Vision.* Many a promising Sunday School cause has perished through lack of vision on the part of the leaders. The slavish adherence to the dull monotonous routine has

damped the ardor of the most enthusiastic of scholars and workers. Young folks will always respond to the call of leadership of the right type, but they will not follow those in whom they have no confidence, and who show no disposition to get out of the common rut. The superintendent of every Sunday School should be a man of vision. He should plan the work ahead and take advantage of everything that lends interest and variety to Sunday School life. The Rally Day Service should give a wide-awake leader ample scope for any initiative he may possess. Once convinced that it will give vim, or, as we say in the West, "pep" to the School, let him think out ways and means of creating interest and enthusiasm in the scholars and workers.

2. *Enthusiasm.* This is contagious, and in work amongst children, and young folks generally, is easily developed. An enthusiastic superintendent cannot help having workers of the same type, and, with a band of willing and eager teachers, the rest is easy. The scholars will respond with alacrity to almost any demand made upon them. Preparing for such extraordinary events as Rally Day is one of the delights of their lives.

3. *Organization.* We may have both vision and enthusiasm, and yet not get out of Rally Day all that is possible. Efficient and thorough organization is absolutely essential if the gathering is to meet with the success it deserves. Organization might be defined as attention to details.